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CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO, 1930

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¹ Succeeded Milton Ferguson, resigned, October 1, 1930.

Our State School Program

ORGANIZATION BASED ON PURPOSES

The specific type of public school organization which obtains in any state or locality is the concrete, physical expression of prevailing educational purposes. In California, as elsewhere, educational organization is characterized by the same conditions of variety, growth, and mutation which are observable in the status and nature of the educational purposes motivating the schools locally. Recognition and acceptance of newer educational doctrines come slowly and changes in educational purposes are not rapidly accomplished. So we find many types of public school organization existing simultaneously, partially due to variations in prevailing concepts of educational purposes, partially due to personal and physical conditions peculiar to varying localities.

Acceptance of a common Code of Essential Purposes in California public school education, however, leads directly to the necessity for establishing that type of organization of public education which will best achieve those purposes, interpreted in terms of the varying needs of the groups and individuals whom the public schools must serve.

ORGANIZATION OF PUBLIC EDUCATION IN TERMS OF GROUP NEEDS

It is our conception that public education in California is intended to serve the educational needs of all the public. In order to serve these needs intelligently and economically it is essential to recognize the existence of definite groupings of the pupil personnel and to provide that organization of our educational offering which will best satisfy the common needs of these specific groups. The nature, methods, and procedures of the educational process will vary in accordance with variation in the character and needs of the several groups and of the individuals within each of the several groups. The principal groups existing within the student personnel of our public schools may be broadly classified as follows:

1. The pre-school group.
2. The kindergarten-primary group.
3. The upper elementary group.
4. The secondary school group.
5. The professional or higher school group.

Organization of public education in California to serve the educational needs of the groups must make provision for the following types of education :

1. **Parental and pre-school education**, in order to make possible the best preparation of the child for advantageous participation in the organized educational activities of the public schools.

2. **Elementary education**, which shall at the same time

- (a) provide opportunity for the development, under careful direction, of social consciousness, habits and attitudes; and
- (b) yield adequate mastery of the fundamental tools of learning and of expression.

In this phase of public education the **kindergarten-primary unit** of the public school should provide the basic training and development of the individual as a social entity, capable of controlled self-expression; and it should also provide an introduction to the nature and use of the basic tools of learning and of expression.

The **upper elementary unit** should continue those processes designed to train the individual for effective social activity, and also it should definitely yield a satisfactory mastery of the tools and processes of learning and of expression. In the upper elementary period there must be developed also that zeal and desire for learning and for accomplishment which will give purpose to the individual's life and activity.

3. **Secondary education**, so organized as to serve the varying needs of pre-adolescent and adolescent boys and girls in terms of the purposes and life plans of the individuals.

In this period of public education, the **junior high school** should provide an enriched program of socializing activities; an introduction to the nature and activities of society and of social groups; a basic understanding and mastery of self; an introduction to the field of vocational endeavor; and a further mastery of the tools and processes of learning and of expression.

The **senior high school** should lay the broad foundation of individual culture; provide the knowledge, attitudes, appreciations, and skills necessary to vocational and avocational accomplishment on a level satisfactory to the individual and esteemed by society; and give that introduction to fields of specialized knowledge and skill essential to continued pursuit of educational endeavor in higher professional and cultural levels.

The **junior college** should make available to the individual that advanced technical training requisite to immediate vocational specialization; or it should continue the development of broad cultural training, together with orientation to the higher professional fields, in order to prepare the student for self-directed higher educational activities of advanced cultural or definitely specialized professional learning

The junior college, evaluated in terms of these characteristic purposes, is considered to include the first two years beyond the senior high school, whether these two years are organized in a separate institution known as the junior college or as the lower division of any general or specialized four-year collegiate institution.

4. **Higher education**, designed exclusively to afford opportunity for self-directed learning in the field of general culture and in the several specialized professions. In the field of higher education two major divisions are established. The **upper division** is intended to provide opportunity for continued, self-directed cultural and professional learning. The **graduate division** should provide opportunity for advanced study and original research under self-direction in specialized cultural and professional fields. The field of higher education embraces all organized education of higher than secondary grade. In this field are included the upper and graduate divisions of all types of general and specialized collegiate institutions.

Variant Groups.

Not only should public education in California be so organized as to provide fully the specific types of education enumerated, in order to serve the varying needs of the several normal groups into which our student personnel may be classified; in addition provision must be made to serve the educational needs of those special or atypical groups of individuals which through accident or circumstance vary from the normal groups and the educational needs of which, therefore, require different types of education.

Special Education.

Such variant groups are of two general types. They include, first, that group of individuals who, because of atypical mental or physical condition, can not profit fully from the educational processes established for normal individuals. Such individuals include those who are physically or mentally handicapped and those who are of markedly superior intelligence. These individuals require **special education**, adapted to their peculiar needs and abilities, and organized on a different basis than that of normal individuals. In some cases a complete program of vocational rehabilitation is required by such persons, as in the case of those crippled in adult life.

Continuation Education.

The second variant group comprises those individuals the sequence of whose education has been interrupted to such an extent as to render it necessary to provide for them special types of education organized on quite different bases than those of normal individuals. This group includes such persons as the following:

1. Minors who have dropped out of the regular school for economic or other reasons and who therefore require a modified and curtailed program of education.

2. Adults who, dissatisfied with the kind or degree of education secured, desire to pursue their education further or along new lines.

3. Adults who desire directed educational activity in order to keep pace with current developments, economic, social, political or industrial, of modern life.

4. Adults of foreign birth who desire education in the language, customs, politics and industries of our society.

In order to serve the needs of this group of individuals, a program of **continuation education** must be made part of the program of public education in California, and the organization of our public education must provide a place for this continuation education program.



Superintendent of Public Instruction.

Appreciation

May I express my sincere appreciation for the confidence shown me by my professional associates and by the public in the recent primary election.

It is with genuine realization of the obligations as well as of the privileges entailed that I accept this election to serve as your Superintendent of Public Instruction during the next four years. I trust that as our associations continue, directed by our common interest in and dedication to the welfare of childhood, that confidence which you have reposed in me will not prove to have been mistaken.

Sincerely,



Superintendent of Public Instruction.

THEODORE ROOSEVELT—AN AMERICAN

Monday, October 27, will mark the seventy-second anniversary of the birth of Theodore Roosevelt, that great American apostle of the joy of living, of hard work well done, and of risk and danger never wantonly courted but never shirked.

Roosevelt is a splendid example of American manhood to set before California youth. Handicapped by a physical weakness in his boyhood, he transformed himself by his indomitable will into a strong man and thenceforth used his strength for the benefit of mankind. Roosevelt's sympathy with the cares, the needs, the aspirations of common men, their courage and simple wisdom, developed during his sojourn in the "bad lands" of Dakota and on hunting trips in the Maine woods, was an important part of his training.

During his political career Roosevelt's influence was always arrayed against civic corruption and indifference to the obligations of citizenship. He was a vigorous champion of the principles of democratic government. As an ardent conservationist of natural resources, Roosevelt preserved for the government power to regulate industrial operations.

The Nobel prize for the promotion of international peace was conferred upon Roosevelt for his efforts in ending the Russian-Japanese War.

Perhaps as much as any president, Roosevelt has epitomized the popular ideal of American youth and to youth he made a strong appeal. This is his message to the boys of America:

"Of course, what we have a right to expect from the American boy is that he shall turn out to be a good American man. Now, the chances are strong that he will not be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean lived, and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow into the kind of a man of whom America may really be proud. In life as in a football game the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard."

Announcements

1930 SUPERINTENDENTS' CONVENTION

Tentative Schedule of Meetings.

Time	Monday	Tuesday	Wednesday	Thursday
9.30 a. m.	General Session No. 1 V. Kersey J. M. Gwynn	General Session No. 2 Fletcher H. Swift Chester H. Rowell	General Session No. 3 Mrs. Louise Sooy Ernest C. Moore	General Session No. 4 Robert Gordon Sproul 11.00 a. m.— Business meeting Association of California Public School Superintendents. 11 a. m.— Business meeting Rural Supervisors' Association
Noon	Phi Delta Kappa Administrative Women	Teacher Training Adult Education	Associated Service Clubs	Unassigned
2 p. m.	Legislative Committee County Superintendents and Rural Supervisors City Superintendents District Superintendents	Rural Supervisors' section meeting Superintendents unassigned. This time reserved for committees and conferences	Section meetings City Superintendents District Superintendents County Superintendents Rural Supervisors	Convention officially closes at 2.00 p. m.
Dinner Sessions	Association of California Public School Superintendents	Parent-Teacher Association Rural Supervisors	University of California University of Southern California at Los Angeles Stanford University	

Place of meetings to be announced on regular program.

REGISTRATION OF MINORS—REPORTS

Report Where Annual Registration is Taken.

Attention of superintendents and school boards is called to the necessity for reporting a summary of the Registration of Minors in each elementary school district in the state, **regardless of whether the registration is triennial, annual, or continuous.** If the registration is **triennial or continuous**, the summary should report all data as of the first full week in October, 1930. If an **annual** registration is taken it is suggested that it be completed during the first full week of October also, in order that the data reported may be comparable with those for the rest of the state.

If an annual registration is taken at some other time during the school year, summary reports should specify the date of the registration.

Registration in Suspended Districts.

The registration of minors is required to be completed in all suspended districts as well as in all active districts. The provisions of the *School Code* requiring the registration also provide for the payment of the cost thereof. This cost is a legal charge against the funds of suspended districts.

AMERICAN SCHOOL OF THE AIR

The weekly broadcasts of the American School of the Air over the Columbia network will be resumed, starting October 20, at 2.30 p.m. E. S. T., over stations KHJ, KMJ, and KFRC, as follows:

Monday—American history (dramatizations) alternately fifth grade, sixth grade, and high school.

Tuesday—Junior high school and senior high school music appreciation.

Wednesday—Literature (dramatizations) alternately fifth grade, sixth grade, and high school.

Thursday—Story telling and music appreciation for first, second, and third grades.

Friday—Current events (15 minutes) fifth and sixth grades.

Vocational information (15 minutes) eleventh and twelfth grades.

School principals and teachers may receive copies of the schedule by writing to the American School of the Air, Box 100, Chicago, Illinois.

OREGON TRAIL ESSAY CONTEST

Essays in the Oregon Trail Essay Contest (CALIFORNIA SCHOOLS, August, 1930) should not be less than 500 words or more than 1500 words in length.

NATIONAL SAFETY CAMPAIGN CONTEST

Announcement of the names of the winners and the awards for California in the National Safety Campaign Contest (CALIFORNIA SCHOOLS, April, 1930) has been made as follows:

Safety Essay Contest for Pupils

First Prize, Gold Medal and \$15.

Anna McGuire, Stevenson Junior High School, Los Angeles.

Second Prize, Silver Medal and \$10.

(Miss) Jean Halliburton, LeConte Junior High School, Hollywood.

Third Prize, Bronze Medal and \$5.

Jane Carlson, Bancroft Junior High School, Hollywood.

Donald Thompson, Miramonte School, Los Angeles.

Marian Lyon, Audubon Junior High School, Los Angeles.

R. W. Rider, Thomas A. Edison School, Glendale.

James Gallen, St. Paul's School, San Francisco.

Fumiko Amano, Thomas A. Edison School, Glendale.

Margaret Ann Lefler, Thomas A. Edison School, Glendale.

Alice Boeseke, Roosevelt School, Santa Barbara.

Louise Dear, Lincoln School, Taft.

Rita Casper, St. Mary's School, Los Angeles.
Evelyn Johnson, Thomas A. Edison School, Glendale.
Jack Kozuki, Fortuna School, Reedley.
Evelyn Harris, Thomas A. Edison School, Glendale.

Safety Lesson Contest for Teachers

First Honors.

Ettie Lee, Mt. Vernon Junior High School, Los Angeles.

Honorable Mention.

Dorothy Frances Osborn, Westlake Junior High School, Oakland.
Amy Catherine Kenealy, Stevenson Junior High School, Los Angeles.
Hilda K. Cohn, Hancock School, San Francisco.

Announcement of national prize awards will be made later.

MR. CAMERON BECK

Probably no speaker who has talked to the high school youth in the State of California is better known, more favorably remembered or has exerted a sounder influence than Mr. Cameron Beck, personnel officer of the New York Stock Exchange.

We should like very much to arrange to have every high school youth in California have the privilege of hearing Mr. Beck. May we suggest to high school principals that they confer with their boards of trustees to determine whether or not they would care to secure the services of Mr. Beck, whose expenses should be paid by the high school board. It is possible we can arrange during the coming school year to have him tour the state with the schools paying his expenses and profiting by the privilege of meeting him.

No principal in whose school Mr. Beck has spoken before the students has failed to express the desire to have him return often. The State Department of Education will be responsible for arranging a schedule for Mr. Beck if sufficient requests are presented to this office.

Interpretations of School Law

Attorney General's Opinions

DISTRICTS

Junior College—Rental of High School Property.

A junior college district is empowered to rent from a high school district grounds and buildings owned by the high school district and not required for the use of the high school district. (A. G. O. 7232, August 21, 1930.)

Transportation.

A high school district can not enter into transportation contracts, whether for cash or other consideration, to transport pupils of other districts. (A. G. O. 7216, August 13, 1930.)

FUNDS AND TAXES

Bond Premiums.

Premiums received from the sale of elementary school district bonds, authorized by School Code section 4.990 and following, may be used only for the purpose or purposes for which the bonds were voted unless the premium is not needed therefor, in which event the premium may be used for the purpose of liquidating or refunding the indebtedness created by the issuance of the bonds. (A. G. O. 7226, August 18, 1930.)

Elementary School District—Tax by Special Election.

Taxes voted by an elementary school district, under School Code section 4.410 and following, are not controlled by School Code section 4.490 fixing minimum rates of elementary school district tax. (A. G. O. 7224, August 15, 1930.)

High School District—Special Building Tax.

High school districts are not entitled to the special building tax of 15 cents provided by School Code sections 4.460–4.468. (A. G. O. 7217, August 13, 1930.)

School District Property—Taxation of.

Property of a high school district lying idle and of no particular use for school purposes is subject to assessments of a reclamation district within which it may lie. (A. G. O. 7230, August 20, 1930.)

SCHOOL TRUSTEES' MEETING

Expenses Chargeable to Unapportioned County School Fund.

County superintendents may, out of the unapportioned county school fund, pay lecturers, hall rent, lighting bills, and similar expenses incurred in connection with the annual meeting for school trustees provided for by School Code sections 2.1010-2.1016. (A. G. O. 7229, August 20, 1930.)

Appellate Court Decisions

DISTRICTS

Liability for Injury to Pupils.

Because of imperfectly drawn pleadings only, a judgment of the superior court, holding the governing board of a school district liable for injuries to a pupil resulting from the explosion of a test tube while the pupil was conducting a chemistry experiment, was reversed. The court refused to pass on the degree of care which was required of the governing board.

(*Damgaard vs. Oakland High School District*, 63 C. A. D. 29, 276 Pac. 1047) 212 Cal 316

TEACHERS

Right to Recover Salary Due.

A permanent teacher unlawfully dismissed by a governing board and later reinstated by order of a court can not recover his salary for the period between his discharge and his reinstatement when the district has no money remaining from the period in which the salary accrued.

(*Martin vs. Fisher*, 63 C. A. D. 57, 241 Pac. 276.) 108 Cal App 34

For Your Information

COUNTY SCHOOL FUNDS

It is apparent from the annual reports of county superintendents of schools that some differences of opinion exist with regard to the interpretation of School Code provisions relative to the estimate and apportionment of county school funds. As a result of these differences of opinion we find that in some counties illegal levies of county school taxes are made and county school funds are erroneously apportioned to the individual districts of the counties.

In order to clarify interpretation of School Code provisions and to insure proper and adequate tax levies and apportionments there is here presented a brief analysis of the required methods of county school tax estimates and apportionments.

Estimate of County Elementary School Fund.

School Code sections 4.160-4.174 (pages 177-179 SCHOOL CODE OF CALIFORNIA, 1929) requires the county elementary school fund to be estimated and levied so as to produce the greater of the two amounts ascertained by comparing the estimated state apportionment with \$30 per unit of average daily attendance in elementary grades, plus one-half the excess cost of educating physically handicapped children. The estimate for each county should therefore show the following items:

- | | |
|---|---------|
| 1. ----- average daily attendance times \$30 equals---- | \$----- |
| 2. One-half excess cost equals----- | ----- |
| 3. Total of items 1 and 2 above equals----- | \$----- |
| 4. Estimated state apportionment equals----- | ----- |
| 5. Required minimum county elementary school tax equals | ----- |

(The larger of the two amounts given above in items 3 and 4.)

The above minimum amount of the county elementary school tax is intended by law to constitute the amount to be apportioned to the individual school districts of the county. In addition to this required minimum there should be added those sums which are estimated as required to meet obligations imposed by other sections of the School Code as follows:

- | | |
|--|---------|
| a. Teachers' institute expense (S. C. 5.611)----- | \$----- |
| b. Trustees' institute expense (S. C. 2.1016)----- | ----- |
| c. Teachers' salaries and pupil transportation (S. C. 2.123) | ----- |
| d. Salary and expense of attendance supervisor (S. C. 1.252) | ----- |
| e. Emergency fund (S. C. 4.820: five per cent of required elementary school fund as stated in item 5 above)----- | ----- |
| f. Total additional amount (a-e, inclusive)----- | \$----- |

Thus the total amount which should be provided by county elementary school tax should be the total of items 5 and f, above. County boards of supervisors **must** levy the amount specified in item 5, and it is our interpretation that the intention of the School Code is that they should also levy the amount specified in item f. In addition to these amounts boards of supervisors **may** levy such amounts as they may judge to be necessary in a county elementary school tax.

Estimate of County High School Fund.

School Code sections 4.250-4.271 (pages 182-184) require the county high school fund to be estimated and levied so as to produce the greater of the two amounts ascertained by comparing twice the amount of the estimated state apportionment with \$60 per unit of average daily attendance of high school pupils, plus amounts required for transportation, plus one-half of the excess cost of educating physically handicapped pupils, plus \$1,000 for each new high school district. In estimating the amount required at \$60 per pupil there must be counted the attendance of all pupils residing within the county who are in attendance upon the high schools of the county and of adjoining counties.

Thus, the estimate of the amount required to be levied by county tax for high schools should show the following data:

1. -----average daily attendance (----- in this county
plus ----- in adjoining counties) times \$60 equals \$-----
2. Reimbursement to high school districts for transportation of pupils not residing in any high school district (S. C. 4.255) equals-----
3. One-half excess cost (S. C. 4.258) equals-----
4. For new high school districts (\$1,000 each: S. C. 4.259) -----
5. Minimum required county high school fund (1-4 above)
equals ----- \$-----

To the above minimum amount required to be levied by county high school tax there should be added amounts estimated to pay the high school portion of expenses of trustees' and teachers' institutes.

Apportionment of County Elementary School Fund.

The county elementary school fund should be apportioned in such way that the amount to be received by each district from the county fund shall be at least equal to the amount received from the state apportionment. The actual apportionment of the county elementary school fund should be made as follows:

1. To each district \$700 for each teacher unit allowed.
2. Seven hundred dollars for each teacher unit allowed for the county emergency and supervision fund.
3. To each district one-half of the excess cost of educating physically handicapped pupils.
4. One thousand four hundred dollars for each newly organized school district in which school was **not** maintained during the year (S. C. 4.790).
5. Seven hundred dollars for each district suspended during the year.

6. After deducting the amounts estimated as obligations against the county elementary school fund (see item f under **Estimate of County Elementary School Fund**, above) the balance of the county elementary school fund should be prorated on average daily attendance to the elementary school districts in the county.

Apportionment of County High School Fund.

The county high school fund should be apportioned as follows:

1. To superintendents of schools of adjoining counties for each unit of average daily attendance of pupils residing within the county and attending high school in the adjoining counties, the average amount raised within the county for each unit of average daily attendance (S. C. 3.321-3.324).

2. To each new high school district, \$1,000 (S. C. 4.891).

3. To each high school district for each year maintained in each four-year high school, each day junior high school and each day senior high school, \$250.

4. To each high school district on account of each four-year or senior high school for average daily attendance in special day and evening classes including evening high school classes:

a. For each of first ten units-----	\$40 00
(\$400 for first ten units)	
b. For each of second ten units-----	30 00
(\$300 for second ten units)	
c. For each of third ten units-----	20 00
(\$200 for third ten units)	

(Total for first 30 units of A. D. A. in special day and evening classes in each high school—\$900.)

5. To each high school district for average daily attendance in compulsory continuation classes for minors under 18 years of age:

a. For each of first ten units-----	\$40 00
b. For each of second ten units-----	30 00
c. For each of third ten units-----	20 00

(Total for first 30 units of A. D. A. in compulsory continuation classes in each high school district—\$900.)

6. To each high school district one-half of the excess cost of educating physically handicapped pupils. After deducting amounts required for teachers' and trustees' institutes the balance of the county high school fund should be prorated to the several districts on average daily attendance.

HIGH SCHOOL GRADUATION REQUIREMENTS

The following statements are offered for the purpose of clarifying numerous questions relative to the revised Rules and Regulations of the State Board of Education in regard to requirements for graduation from high school. (See August and September Numbers of CALIFORNIA SCHOOLS, pages 177 and 206.)

1. Section XIII C applies only to students graduating subsequent to June 30, 1932.
2. The ten additional credits required for graduation by raising the total from 160 to a minimum of 170 may be completed at any time during the student's course prior to graduation. These additional credits are **not** required to be completed during the ninth and tenth grades by junior high school students.
3. Students may be graduated in less than four years if they complete all requirements for graduation.
4. Students actually exempted from participation in physical education activities, with the approval of the Division of Health and Physical Education of the State Department of Education, may be graduated upon completion of not less than 160 credits exclusive of work in health and physical education.

The physical education law provides that students may be exempted only for military training and for physical disability. The State Board of Education adopted the following resolution on disability:

"As the word 'disability' under the exemption clause of the physical education law is susceptible of two interpretations, temporary and permanent disability, and

As disability refers to the condition of the individual to be benefited by physical education activities,

Therefore, it should be understood that individuals who are injured or ill are entitled to temporary excuses, but there is no child able to attend the school regularly who will not benefit by some form of properly adapted physical education procedure.

It is, therefore, recommended that no excuses from physical education for a term be granted unless the instructor in charge of physical education is unable to adapt a program to the individual's needs, or a local physician is not available who can make proper recommendations."

The program of health and physical education may be considered to comprise two parts: first, organized class instruction in health education and physical education; second, physical education activities. The latter phase of the program may vary all the way from organized class activity to individually prescribed rest and hygienic regimen.

The interpretation here given, therefore, is that any student who is able to be in school and to participate in the program of academic

instruction should **not** be exempted from instruction in health and physical education; and that only those students should be exempted from the physical education activities program for whom this program can not be adapted so as to provide the requisite individually prescribed rest and hygienic regimen.

SCHOOL DIRECTORIES

Suggestion has come from President Gist, of the Humboldt State Teachers College, that school directories should include in the alphabetical index of teachers in the county or district the types of certificates held by teachers. For those who may wish to avail themselves of this excellent recommendation the following code is suggested to be employed in indicating types of certificates:

- | | |
|-----------------------|-----------------------|
| a. General secondary | e. Special elementary |
| b. Special secondary | x. Administration |
| c. Junior high | y. Supervision |
| d. General elementary | z. Junior college |

THE MANUAL TRAINING DEPARTMENT

The United States Department of Commerce has recently published a booklet entitled **HOW TO MAKE IT**. With its aid apparently a novice can construct from discarded packing cases and crates anything from beach sandals to reading tables. To make construction easy a drawing accompanies every article with specifications collected from experts by the National Committee on Wood Utilization.

The tools needed, the designs and directions to guide the mind and the eye of the worker, and the methods of reclaiming boxes, which will conserve a portion of the nation's waste of four billion feet of box lumber annually, are set forth in the booklet, which may be obtained from the Superintendent of Documents, Washington, D. C., at a cost of ten cents.

THE NEW CITIZENSHIP—A CHALLENGE AND ITS ANSWER

School administrators and teachers will be interested in the pamphlet bearing this title by William G. Carr, Assistant Director of the Research Division, National Education Association.

Mr. Carr believes that the tide of international fears, suspicions, and hatred is already rising before we have had an opportunity to recover from the most cruel and disastrous of wars. Leagues, courts, conferences, pacts, and treaties have all been tried and found of little avail. Our only hope lies in education through which it is possible to control a state of mind. The teachers of the world will start our children along the path to friendship and peace or along the path to hatred and war and destruction. Training for the former requires a world outlook and world-wide sympathies.

PEACE PLEDGE

I pledge my help,
By thought, word, and deed,
To the furtherance of peace and brotherhood
Among all the nations and peoples
Of the world.

—*Annie Dolman Inskeep.*

Dr. Inskeep, poet, author of textbooks, and teacher in the Berkeley schools, has developed and used this **PEACE PLEDGE** in her classes. It is offered here for those teachers who may wish to employ it in their classes in the interests of world peace.

DR. DAVIDSON—DR. BOYNTON

In the passing of Dr. William M. Davidson, of Pittsburgh, Pennsylvania, and of Dr. Frank Boynton, of Ithaca, New York, the nation loses two of its ablest superintendents of schools.

COMPULSORY CONTINUATION EDUCATION

Because of a contractual relationship in vocational education with the University of California the State Department of Education wishes to announce that the half-time services of **Dr. Emily G. Palmer** are available for the purpose of giving assistance in continuation education, particularly with reference to the carrying into effect of the provisions of the Compulsory Continuation Education Act (School Code section 1.352) which is often referred to as the "anti-loafing law." This provision, which became effective July 1, 1930, requires the attendance of minors for three hours daily upon special classes if they are unable to give proof of regular employment.

Requests for the services of Dr. Palmer should be addressed to the State Department of Education, attention of Division of City Secondary Schools.

If you have not already received Bulletin No. G-4, **HANDBOOK ON CONTINUATION EDUCATION**, it is suggested that you write to the State Department of Education for a copy, since this bulletin gives full information concerning compulsory continuation education in California and practical suggestions for carrying into effect the provisions of the Compulsory Continuation Education Act.

It is hoped that as a result of this enactment the time of unemployed boys and girls may be profitably spent in training for the kinds of work which their particular communities offer. Even in small communities where continuation education classes are not organized because there are less than fifty minors subject to the act a service of guidance and placement should be provided for unemployed boys and girls between the ages of 16 and 18 who have left the full-time high school.

NEW TEACHERS' PERSONAL REPORTS

Superintendents of schools are reminded of the necessity for securing the Confidential Personal Report from all teachers newly employed in California **prior to** the payment of any salaries to such teachers.

RETIREMENT SALARY DUES

Superintendents of schools are also reminded that retirement salary dues (\$6) must be collected from each teacher subject to the Teachers Retirement Salary Act, prior to payment of December and June salaries.

THE 1930 CALIFORNIA STATE FAIR

School officials responsible for the excellent educational exhibits displayed at the 1930 California State Fair are to be very generously commended. The educational exhibits this year surpassed in interest, in excellence, and in diversity of character those of any previous state fair. Special mention is impossible in the space of this publication of the many outstanding exhibits displayed. Our sincere appreciation is extended to all of those who aided in making this year's exhibit the unqualified success which it was.

Suggestions have come from numerous sources urging that future exhibits should feature the normal educational processes rather than the products of those processes, thus giving a more accurate picture of public education in California. The feature and demonstration types of exhibits displayed this year were outstanding and suggest the type of exhibit which should be developed for future displays.

DISEASES REPORTABLE BY LAW

Dr. Walter M. Dickie, Director of the State Department of Public Health, lists the following diseases which are reportable by law:

Anthrax	Measles
Beri-beri	Mumps
Botulism	Ophthalmia neonatorum
Cerebrospinal meningitis (Epidemic)	Paratyphoid fever
Chickenpox	Pellagra
Cholera, Asiatic	Plague
Coccidioidal granuloma	Pneumonia (Lobar)
Dengue	Poliomyelitis
Diphtheria	Rabies (Animal)
Dysentery (Amoebic)	Rabies (Human)
Dysentery (Bacillary)	Rocky Mountain spotted (or tick) fever
Encephalitis (Epidemic)	Scarlet fever
Erysipelas	Smallpox
Flukes	Syphilis
Food poisoning	Tetanus
German measles	Trachoma
Glanders	Tuberculosis
Gonococcus infection	Tularemia
Hookworm	Typhoid fever
Influenza	Typhus fever
Jaundice (Infectious)	Undulant (Malta) fever
Leprosy	Whooping cough
Malaria	Yellow fever

QUARANTINABLE DISEASES

Cerebrospinal meningitis (Epidemic)	Leprosy	Smallpox
Cholera, Asiatic	Plague	Typhoid fever
Diphtheria	Polyiomyelitis	Typhus fever
Encephalitis (Epidemic)	Scarlet fever	Yellow fever

Cooperation between school and health officials is urged in order to reduce the incidence of communicable disease, and to facilitate action on requests for emergency attendance apportionments in the event of epidemics.

GENERAL HEALTH LAWS

Copies of a recently published edition of California public health laws, entitled **GENERAL HEALTH LAWS**, are available for all who may be interested. The new edition contains public health legislation enacted in 1929. Requests should be addressed to the State Department of Public Health, Sacramento.

Significant Facts Concerning California Schools

APPORTIONMENT OF STATE SCHOOL FUNDS

The first apportionment of state school funds for the school year 1930-1931 was made on September 10, 1930. This apportionment was based on average daily attendance in the public schools of the state during the school year, as follows:

Elementary schools, including grades seven and eight in junior high schools.....	660,919
High schools, including grades nine and ten in junior high schools and junior college courses in high schools.....	228,988
District junior colleges.....	8,568
Total	898,475

These figures represent percentages of increase over the average daily attendance of 1928-1929 as follows: Elementary schools, 2.55 per cent; high schools, 7.69 per cent; district junior colleges, 18.70 per cent.

The amounts apportioned on September 10 were as follows:

Elementary schools:		
On 22,830 teacher units @ \$700.....	\$15,981,000 00	
On excess cost of educating physically handicapped children	143,986 86	
Total		\$16,124,986 86
High schools:		
On 1535 years maintained @ \$550.....	\$844,250 00	
Bonus for special day and evening classes.....	282,380 00	
Bonus for compulsory continuation classes.....	62,320 00	
On excess cost of educating physically handicapped children	17,192 59	
Total		1,206,142 59
District junior colleges:		
Sixteen junior colleges @ \$2,000.....	\$32,000 00	
On 8568 units of A. D. A. @ \$26.26.....	224,995 68	
Total		256,995 68
Total amount apportioned on September 10, 1930.....		\$17,588,125 13

The balance of the state school funds will be apportioned to the counties on February 20, 1931. The apportionment of September 10 to district junior colleges was made from the \$30 per pupil transfer from the State General Fund authorized by the School Code. At this time no funds are available for district junior colleges from Federal sources. A sum of approximately \$300,000 is anticipated from this source in time for apportionment in February, 1931. This will permit a total apportionment of \$70.43 per unit of average daily attendance instead of the \$100 per unit of average daily attendance provided for in the School Code.

DATES OF OPENING SCHOOL IN CALIFORNIA CITY SCHOOL DISTRICTS, FALL SEMESTER, 1930-1931

<i>City district</i>	<i>Date of opening school</i>
Alameda.....	August 11, 1930
Albany.....	August 11, 1930
Alhambra.....	September 15, 1930
Bakersfield.....	September 8, 1930
Berkeley.....	August 11, 1930
Burbank.....	September 8, 1930
Chico.....	September 8, 1930
Compton.....	September 8, 1930
Eureka.....	August 18, 1930
Fresno.....	September 15, 1930
Glendale.....	September 15, 1930
Grass Valley.....	August 25, 1930
Inglewood.....	September 2, 1930
Long Beach.....	September 8, 1930
Los Angeles.....	September 2, 1930
Modesto.....	September 8, 1930
Nevada City.....	August 25, 1930
Oakland.....	August 11, 1930
Oroville.....	September 8, 1930
Palo Alto.....	September 10, 1930
Pasadena.....	September 16, 1930
Petaluma.....	August 18, 1930
Piedmont.....	August 11, 1930
Pomona.....	September 10, 1930
Richmond.....	August 11, 1930
Riverside.....	September 15, 1930
Sacramento.....	August 25, 1930
Salinas.....	August 18, 1930
San Bernardino.....	September 15, 1930
San Diego.....	September 2, 1930
San Francisco.....	August 11, 1930
San Jose.....	September 15, 1930
San Luis Obispo.....	August 25, 1930
San Rafael.....	August 11, 1930
Santa Ana.....	September 15, 1930
Santa Barbara.....	September 2, 1930
Santa Clara.....	September 15, 1930
Santa Cruz.....	August 25, 1930
Santa Monica.....	September 2, 1930
Santa Rosa.....	September 15, 1930
Stockton.....	September 2, 1930
Tulare.....	September 22, 1930
Vallejo.....	August 11, 1930
Ventura.....	September 2, 1930
Visalia.....	September 15, 1930

Questions and Answers

NOTE.—Under this caption will be published replies to questions which have a general application to school situations throughout the state. It will be appreciated if legal questions are presented as specifically as possible.

EMERGENCY TEACHERS

Q. May qualified specialists be employed to give instruction in junior college classes, even though such persons may not be able to qualify for regular certification?

Ans. Yes. Under the provisions of the School Code, such persons may secure special emergency credentials from the State Department of Education. Such credentials are issued only in emergency cases, when the services of individuals of highly specialized training and experience are desired, and such training and experience are not normally part of the regular teacher training program.

Emergency credentials may be issued covering service in any secondary school, including junior colleges. County superintendents of schools are authorized to issue emergency certificates of similar grade and type.

SUMMER SESSION ENROLLMENT IN CALIFORNIA TEACHER TRAINING INSTITUTIONS

TABLE No. 1

Total individuals enrolled in summer session classes in California teacher training institutions, 1929 and 1930, with percentage of increase or decrease, by institution

Institution	Enrollment		Increase		Decrease	
	1929	1930	Number	Per cent	Number	Per cent
University of California—Berkeley	6,817	6,121			696	10
University of California—Los Angeles	3,505	2,503			1,002	29
Chico State Teachers College	240	235			5	2
Fresno State Teachers College	270	331	61	23		
Humboldt State Teachers College	193	197	4	2		
San Diego State Teachers College	853	557			296	35
San Francisco State Teachers College	1,318	1,481	163	12		
San Jose State Teachers College	1,152	1,224	72	6		
Santa Barbara State Teachers College	353	357	4	1		
Claremont Colleges	240	375	135	56		
Dominican College		241				
Mills College	66	90	24	36		
College of the Pacific	220	263	43	20		
University of Redlands		81				
Stanford University	1,403	1,251			152	11
University of Southern California	5,265	5,385	120	3		
Armstrong's College	96	339	243	253		
California School of Arts and Crafts	229	261	32	14		
California School of Fine Arts		139				
Miss Swope's School	1,038	930			108	10
Riverside Library School		70				
Totals	23,258	22,431			827	4

TABLE No. 2

Total individuals enrolled in summer session courses in California teacher training institutions, by source of enrollment and by institution, 1930

Institutions	California teachers	Out of state teachers	Regular students	Unclassified	Total
University of California—Berkeley				6,121	6,121
University of California—Los Angeles	612	390	848	653	2,503
Chico State Teachers College	141	4	75	15	235
Fresno State Teachers College				331	331
Humboldt State Teachers College	104	10	65	18	197
San Diego State Teachers College	197	114	206	40	557
San Francisco State Teachers College	1,042	61	328	50	1,481
San Jose State Teachers College	810	43	371		1,224
Santa Barbara State Teachers College	152	14	168	23	357
Claremont Colleges	167	26	107	75	375
Dominican College	235	4		2	241
Mills College				90	90
College of the Pacific	141	2	73	47	263
University of Redlands	38	3	18	22	81
Stanford University	243	163		845	1,251
University of Southern California	1,924	928	222	2,311	5,385
Armstrong's College	50	30		259	339
California School of Arts and Crafts	90	25	84	62	261
California School of Fine Arts	12	1	126		139
Miss Swope's School				930	930
Riverside Library School				70	70
Totals	5,958	1,818	2,691	11,964	22,431

TABLE No. 3

Total course enrollments¹ in summer session classes, by subject field, and per cent of course enrollment in each subject field, in California teacher training institutions, 1929 and 1930

Subject field	Course enrollments		Per cent of total	
	1929	1930	1929	1930
Art.....	2,186	2,028	4.7	4.4
Commerce.....	96	355	.2	.8
Education.....	14,987	20,246	32.1	43.5
English.....	5,989	3,784	12.8	8.1
Foreign Languages.....	1,917	1,464	4.1	3.1
Industrial Arts.....	391	251	.8	.5
Home Making.....	302	360	.6	.8
Law.....	325	89	.7	.2
Librarianship.....	42	233	.1	.5
Mathematics.....	612	597	1.3	1.3
Music.....	2,048	1,867	4.4	4.0
Philosophy.....	362	328	.8	.7
Physical Education and Hygiene.....	4,262	2,845	9.1	6.1
Psychology.....	1,767	1,353	3.8	2.9
Science.....	3,779	3,020	8.1	6.5
Social Studies.....	7,661	7,742	16.4	16.6
Totals.....	46,726	46,562	100.0	100.0

¹ Duplications not eliminated.

² Includes 400 course enrollments in art in California School of Arts and Crafts, and California School of Fine Arts.

³ Includes 339 course enrollments in commerce in Armstrong's College of Business Administration.

⁴ Includes 930 course enrollments in Miss Swope's School.

⁵ Includes 70 course enrollments in librarianship in the Riverside School of Librarianship.

TABLE No. 4
Course Enrollments in Summer Session Classes in California Teacher Training Institutions, by Subject Field and by Institutions : 1930

Subject fields	Course enrollments, by institutions—														
	Univ. of Cal.	U. of C. at L. A.	Univ. of So. Cal.	Stan- ford Univ.	State Teachers Colleges						Clare- mont Colleges	Domi- can College	Mills College	College of the Pacific	Red- lands Uni- versity
					Chico	Fresno	Hum- boldt	San Diego	San Fran- cisco	San Jose					
Art.....	269	402	198	18	10	60	29	46	231	302	23	15		25	
Commerce.....	4,152	2,476	5,033	1,384	414	208	191	740	1,078	1,983	334	230	56	168	78
Education.....	1,521	882	421	302	60	202	31	189	525	424	98	112	95	101	21
English.....	531	286	441	61	1							23	92	25	4
Foreign Languages.....															
Home Making.....	90	57							18	155	40				
Industrial Arts.....							31		46		87				
Law.....				57										32	
Librarianship.....	17								146						
Mathematics.....	206	197	81	19						29	27	9	21		8
Mechanic Arts.....		87													
Music.....	231	98	348		5	153	27	62	487	317	17	20	63	39	
Philosophy.....	101	144	41	4								3	31	4	
Physical Education and Hygiene.....	1,099	504	454	5	86	94	58		276	153	63	18		33	2
Psychology.....	311	343	276	18	1			55	138	191		14		6	
Science.....	738	405	696	152		83	56	40	153	288	48	135	172	43	11
Social Studies.....	1,887	1,090	2,469	249	127	118	83	394	583	303	70	116	96	112	45
Totals.....	11,153	6,671	11,118	2,269	704	934	506	1,526	3,535	4,291	804	695	626	588	169

¹ Not including enrollments in the following specialized institutions: Armstrong's College; California School of Arts and Crafts; California School of Fine Arts; Miss Swope's and Riverside School of Librarianship.

TABLE No. 8. 1930 Summer Session Course Enrollments in Education in California Teacher Training Institutions, by Course and by Institution.

Course enrollments, by institutions—																	
Education courses	Total course enrollments in Education 1930 summer session	Univ. of Cal.	U. of C. at L. A.	Univ. of So. Cal.	Stanford Univ.	State Teachers Colleges						Claremont Colleges	Dominican College	Mills College	College of the Pacific	Redlands University	
						Chico	Fresno	Humboldt	San Diego	San Francisco	San Jose						Santa Barbara
Background Courses:																	
Activity Program.....	30	231	58	537	232	24	12	16	15	42	110				4		
Administration.....	1,291	323			25												
Adult Education.....	61		90														
Buildings.....	90																
Character (Moral) Educ.....	87																
Classics in Education.....	133				51												
College Education.....	456	315	37							104							
Comparative Education.....	229				23												
Correction Speech Defects.....	634				180	23	17	11	77			14			8		
Counseling (Deans).....	51				291	120			38		100				10		
Curriculum.....	938	219	200	116	12		8	6	14	184	172				3	1	
Educational Problems.....	8				70												
Elementary Education.....	70														5		
Examination Methods.....	59																
Extra-curriculum.....																	
Finance.....																	
Growth and Development of the Child.....	1,072	200	157	257	61	38	30	22	9	149	76	43			13	7	
History of Education.....	1,043	268	96	405	104	24		5	33		64				9	14	
Individual Instruction.....	78						26			52							
Junior High School Educ.....	227			42			25	7	11	77		53				12	
Kindergarten or Pre-school Education.....	104		104														
Measurements.....	1,235	215	120	521	125	16		8	58		102	18	29		23		
Parent-teacher Education.....	16									3		12					
Principles of Education.....	1,212	250	105	459	71	45	14	8	50	30	172	3	8				
Psychology (Educational).....	888	191	79	351	41	20	15			68	89	15	11		17	1	
Public Education in California.....	117		16	63	3			12		23							
Red Cross.....	48																
Rural Education.....	231	39	8			35		17	17	73	37	5					
Secondary Education.....	1,261	366	177	428	131	2			42						14	10	
Social Aspects of Education.....	268	4	53	134	41	10		5	16						5	5	
Special Education.....	115		58												13	28	
Supervision.....	875	235	43	460	49	21	27				17	13	5		5		
Surveys.....	74	21			27												
Thesis Seminar.....	94				94												
Vocational Education.....	827	350	359	54	64												
Methods Courses ¹	5,057	925	918	887	122	179		73	360	1,078	522	139	64	13	23	54	
Totals.....	19,335	4,152	2,426	5,587	1,384	414	208	191	740	1,883	1,461	334	230	56	23	168	

¹ Not including enrollments in the following specialized institutions: Armstrong's College; California School of Arts and Crafts; California School of Fine Arts; Miss Swope's; and Riverside School of Librarianship.

² Including Methods, Observation, and Directed Teaching.

Legal Calendar for Public School Officials

SEPTEMBER AND OCTOBER

September

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
Sept. 1	Sept. 1	On first day of month	State Printer	Must furnish to State Board of Education names and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6.284	
Sept. 2	Sept. 1	At the time of levying other county taxes	County boards of supervisors	Last day to levy county elementary school tax	S. C. 4.170	
Sept. 2	Sept. 1	At time of levying other taxes	County boards of supervisors	Last day to levy elementary district building taxes	S. C. 4.462	
Sept. 2	Sept. 1	At time of levying other taxes	County boards of supervisors	Last day to levy elementary district special tax	S. C. 4.482	
Sept. 2	Sept. 1	At time of levying other taxes	County boards of supervisors	Last day to levy elementary district kindergarten tax	S. C. 4.450	
Sept. 2	Sept. 1	At time of levying other county taxes	County boards of supervisors	Last day to levy county high school tax	S. C. 4.270	
Sept. 2	Sept. 7	On or before first Monday of September next succeeding the formation of the district	Governing boards of high school districts occupying temporary quarters	Last day to make and file estimates of cost of providing permanent quarters to county board of supervisors	S. C. 4.530	
Sept. 2	Sept. 7	On or before first Monday of September next before termination of lease or arrangement	Governing boards of high school districts occupying temporary quarters	Last day to make and file estimates of cost of providing permanent quarters to county board of supervisors	S. C. 4.531	
Sept. 2	Sept. 1	At time of making tax levy for county purposes	County boards of supervisors	Last day to levy high school district taxes for maintenance and facilities	S. C. 4.560	
Sept. 2	Sept. 1	At time of making tax levy for county purposes	County boards of education	Last day to levy junior college district tax for maintenance and facilities	S. C. 4.610	
Sept. 2	Sept. 1	At time of making tax levy for county purposes	County boards of supervisors	Last day to levy junior college tuition tax	S. C. 4.631	
Sept. 2	Sept. 1	At time of levying county taxes	County boards of supervisors	Last day to levy district taxes based on district budgets	S. C. 4.372	
Sept. 2	Sept. 1	At time of levying county taxes	County boards of supervisors	Last day to levy special tax voted by districts for additional school facilities	S. C. 4.430	
Sept. 5	Sept. 5	On or before fifth day of each month	Superintendent of Public Instruction	Last day to report to state controller number of elementary text books sold and amount received for preceding month. Last day to pay money received into state treasury.	S. C. 6.296	
Sept. 8	Sept. 7	On or before second Monday in September	County superintendent of schools	Last day to file estimate with county board of supervisors of funds needed for school facilities	S. C. 4.533	

Sept. 8.....	Sept. 7....	On or before second Monday in September.	County superintendent of schools.	Last day to file estimate with county board of supervisors of funds needed for school facilities by newly formed high school districts, upon failure of governing board of high school district so to do.	S. C. 4.533
Sept. 9.....	Sept. 9....	Ninth day of September.	All persons.	School holiday. All public schools must close.	S. C. 3.90
Sept. 10.....	Sept. 10....	On or before tenth day of September.	Superintendent of Public Instruction.	Last day to report average daily attendance in elementary schools and classes for preceding school year to State Controller.	S. C. 4.730
Sept. 10.....	Sept. 10....	On or before tenth day of September.	Superintendent of Public Instruction.	Last day to report amount needed to reimburse counties for education of physically handicapped pupils by elementary districts to State Controller.	S. C. 4.731
Sept. 10.....	Sept. 10....	On or before tenth day of September.	Superintendent of Public Instruction.	Last day to report amount needed to reimburse high school districts for education of physically handicapped pupils to State Controller.	S. C. 4.732
Sept. 10.....	Sept. 10....	On or before tenth day of each month.	County clerk.	Last day to furnish to county superintendent of schools names of persons who filed declaration of intention to become citizens during preceding month.	S. C. 3.560
Sept. 15.....	Sept. 15....	On or before fifteenth day of September.	Superintendent of Public Instruction.	Last day to certify to State Treasurer and State Controller average daily attendance of junior college districts during preceding school year and amount of money to be set aside for apportionment to junior college districts.	S. C. 4.53
Sept. 15.....	***	On or before fifteenth day of September preceding each regular session of the legislature.	Superintendent of Public Instruction.	Last day to report to Governor statement of condition of public elementary and secondary schools, normal schools, and other educational institutions supported in whole or in part by the state.	S. C. 2.1417
Sept. 15.....	***	On or before fifteenth day of September next preceding regular session of legislature.	State Board of Education.	Last day to report to Governor transactions for preceding two years and recommendations for next biennium.	S. C. 2.1389
Sept. 15.....	****	On or before fifteenth day of September of year in which registration of minors is required by law.	Governing boards of elementary school districts required to make triennial registration of minors.	Last day to appoint registrar and deputies for registration of minors..	S. C. 1.61
*****	*****	Monthly.	County superintendent of schools in counties in which are United States District Courts.	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3.561
*****	*****	First meeting in September of county board of supervisors.	County superintendent.	Last day upon which lapsation of suspended elementary districts may be requested.	S. C. 2.182
*****	*****	First meeting in September of county board of supervisors.	County superintendent.	Last day in which lapsation of suspended districts forming part of union or joint union elementary districts may be requested.	S. C. 2.280

* County taxes must be levied not later than September 1 (Pol. C. 3714). In 1930, September 1 falls on a holiday (Pol. C. 10). The tax may therefore be levied on the next business day (Pol. C. 13).

** The first Monday in September is a holiday (Pol. C. 10). The act required to be done thereon may be done on the next business day (Pol. C. 13).

*** The next session following the 1931 session will be the 1933 session. No report need be made in 1931.

**** After 1930 the next registration of minors will be in 1933 (S. C. 1.60).

***** No date is specified.

***** Each county board of supervisors fixes the dates of its meetings (Pol. C. 4034).

October

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
Oct. 1	Oct. 1	On first day of month.	State Printer	Must furnish to State Board of Education names and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6 284	
Oct. 2	Oct. 2	Between the first day of October and tenth day of February.	County boards of supervisors.	First day on which new elementary school districts may be formed.	S. C. 2 121	
Oct. 2	Oct. 2	Between the first day of October and tenth day of February.	County boards of supervisors.	First day on which elementary joint districts may be formed.	S. C. 2 200	
Oct. 2	Oct. 2	Between the first day of October and tenth day of February.	County boards of supervisors.	First day on which boundaries of elementary districts may be changed.	S. C. 2 100	
Oct. 2	Oct. 2	Between the first day of October and tenth day of February.	County boards of supervisors.	First day on which boundaries of high school districts may be changed.	S. C. 2 440	
Oct. 5	Oct. 5	On or before fifth day of succeeding month.	Superintendent of Public Instruction.	Last day to report to state controller number of elementary textbooks sold and amount received for preceding month. Last day to pay money received into state treasury.	S. C. 6 206	
Oct. 6* to Oct. 11, inc.		First full week in October in 1930 and every third year thereafter.	Governing boards of all elementary districts not maintaining continuous registration of minors.	Conduct registration of all minors in district under 18 years of age.	S. C. 1 90	
Oct. 6	Oct. 5	First Monday in October.	District clerk of all districts excepting those having city boards of education.	Post in each schoolhouse complete copy of his account of income and expenditures of district from beginning of school year.	S. C. 2 836	
**	**	Monthly	County superintendent of schools in counties in which are United States District Courts.	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3 561	
***	***	During October	Principal of every high school.	Report to state board of education and county superintendent of schools facts concerning high school.	S. C. 5 564	

*This registration is held but once every three years (S. C. 1.60).

**No date is specified.

***No date is specified (S. C. 5.564).

PERIODICAL REQUIREMENTS

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
		Four times a year	County superintendent of schools	Must apportion state and county elementary school moneys	S. C. 4. 770	
		Every three months	State Board of Education	Must meet on date determined by Board	S. C. 2. 1375	
		At least once each year	State Department of Education	Publish list of high school textbooks adopted and send one copy to each county superintendent, city superintendent, high school principal and clerk of governing board of high school district.	S. C. 6. 421	
		Annually	Superintendent of Public Instruction.	Must apportion state school fund	S. C. 4. 760	
		During the school year	Superintendent of Public Instruction.	Must apportion state high school fund	S. C. 4. 870	
		Annually	Superintendent of Public Instruction.	Must apportion state junior college fund	S. C. 4. 940	
		Annually	State Board of Education	Meeting must be held to consider matters pertaining to state teachers colleges.	S. C. 5. 25	
		Annually	State Board of Education	May call convention of principals of secondary schools	S. C. 5. 630	
		Once in each year	County superintendent in all counties having 20 or more districts.	*Must hold at least one teachers institute.	S. C. 5. 580	
		During the school year	County superintendent of schools	Must apportion county high school fund	S. C. 4. 890	
		Once each year	County board of supervisors	**Must publish in newspaper financial statements of receipts and expenditures for all districts in county.	S. C. 4. 384	
		Annually	Governing boards of school districts.	Must report school district library statistics to county superintendent of schools.	S. C. 6. 523	
		Once each year	Superintendents of city school districts employing 70 teachers or more.	*Must hold at least one teachers institute	S. C. 5. 580	

PERIODICAL REQUIREMENTS—Continued

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1920	1931					
		Annually, at close of term.....	Principals of junior colleges.....	Must make complete report of junior college to county superintendent of schools.	S. C. 5 563	
		Annually, at close of term.....	Teachers.....	File with county superintendent of schools, certificate of clerk of governing board of district that state school register has been kept.	S. C. 5 545	
		Annually, at time prescribed by Superintendent of Public Instruction.	Teachers.....	Must make annual report to county superintendent of schools.....	S. C. 5 546	
		Annually, before opening school.	Teachers.....	Notify county superintendent of schools of opening of school.....	S. C. 5 541	
		Annually, one week before closing school.	Teachers.....	Notify county superintendent of closing of school.....	S. C. 5 541	

*See School Code sections 5.531-5.585 for other times and manner of holding institutes.

**Publication of statement of district publishing statement in pamphlet form, not required (S. C. 4.383).